

LEA Application Part II

ATTACHMENT III

Parker Elementary School

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Parker Pre-K – 8 School – B285	District Name and Code Detroit Public Schools - XXXX (code?)
Model for change to be implemented: Transformation	

School Mailing Address: 12744 Elmira St. Detroit, MI 48227	
Contact for the School Improvement Grant: Name: Eric George Position: Principal Contact's Mailing Address: 12744 Elmira St. Detroit, MI 48227 Email address: eric.george@detroitk12.org	
Principal (Printed Name): Eric George ERIC GEORGE	Telephone: 313-873-0260
Signature of Principal: x <u>Eric George</u>	Date: Aug. 13, 2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the	

SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Male subgroups are performing below State proficiency standards due to high absenteeism and other outside distractions. Another low performing subgroup is students with disabilities. Failure to correctly diagnose learning difficulties or address individual learning styles has caused many students to fall behind and/or be retained. More intense concentration on math and reading skills will help bring these subgroups to a higher performance level.

(See Attached Data Profile)

Sub Group Academic Data Analysis

Group	Percent of Sub-group meeting State Proficiency Standards					
	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Social Economic Status (SES)	27%	75%	48%	22%	75%	39%
Race/Ethnicity						
Students with Disabilities	0%	22.8%	<10	0%	29%	
Limited English Proficient (LEP)	<10	<10		<10	<10	<10
Homeless						
Neglected & Delinquent						
Migrant						
Gender						
Male	21%	74%	41%	29%	84%	41%
Female	38%	71%	55%	13%	61%	35%
Aggregate Scores						
State	72%	80%	60%	73%	83%	54%

Sub Group Non-Academic Analysis

Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Truancies	# of Expulsions	Unduplicated Counts	
		>10	<10	In*	Out*			In*	Out*
SES	540	29	406	101	0				
Race/Ethnicity									
Disabilities	142	139	3		0				
LEP	4	4			0				
Homeless					0				
Migrant					0				
Gender					0				
Male	239				0	3			
Female	301				0				
Totals	540	172	409	101	0	3			

Year: 2009-2010

Group	# of Students	# of Retentions	# of Dropouts	# promoted to next grade	Mobility	
					Entering	Leaving
SES	580	114		466		
Race/Ethnicity						
Disabilities	156	0		156		
LEP	3	0		3		
Homeless						
Migrant						
Gender						
Male	350					
Female	310					
Totals						

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
K	47						47
1	58				9		49
2	59				6		53
3	52				3		49
4	51				6		45
5	47				3		44
6	88				18		70
7	64				14		50
8	56				3		53
9							
10							
11							
12							

Number of Students enrolled in Extended Learning Opportunities

Year: 2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6					
7					
8					
9					
10					
11					
12					

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Under the Transformation Model, Parker PreK-8 School will institute a system for measuring changes in instructional practices that result from professional development. In addition, use data to identify and implement an instructional program that is research based and aligned from grade to the next as well as with state standards. Parker School recognizes a need in developing a climate and culture focused on collaboration, increasing instructional time, and a laser focus on raising student achievement. To ensure this, the staff must commit to work with school leaders, school improvement team, grade level team, and curriculum level team to develop a collaborative and achieving laser focused school culture. Change strategies to enable this improved school climate include:

- Math and ELA Specialist's will improve instruction through ongoing and job-embedded professional learning that is focused on the implementation of research-based instructional strategies impacting student learning.
- The Data Specialist will use pertinent data as an integral part of instructional reform. Guiding the instructional practices and informing instructional decisions.
- The Parent Engagement Specialist or the School Day Certified Site Coordinator will oversee the parent engagement process. This will also facilitate the process of engaging parents as educationally productive partners in their children's educational process by providing opportunities during school, extended day, and Saturday workshops focused on supporting student achievement, as well as a parent educational room open during each school day.
- The Attendance Engagement Specialist tasks will promote students improving excessive absences through analysis of attendance patterns and trends, and the development of data-informed interventions to improve/increase attendance.
- The Technology Specialist will facilitate the ongoing effort of improving the delivery of instruction through technology such as, Interactive Boards, ELMO Document Readers, Wireless Writer Pads and provide professional development to Parker staff.

- Monitor and measuring changes in professional practice through the continuous use of technology-enabled classroom walkthroughs, reflective faculty discussions and development of data-informed action plans.
- The Data Specialists will assist staff and other partners with becoming experts and active participants in Research Based Best Practices not limited to but including data driven instruction and differentiated instruction.
- The Parent Engagement Specialist and Attendance Agent will actively engage parents and students in a cooperative plan to improve attendance.
- The Community in Schools Provider will engage all stakeholders to work toward the overall Parker goal of developing a well-rounded community of learners.

To change a school takes the dedication and commitment of all stakeholders. Teachers can maintain islands of excellence within their classrooms, but to truly reform a school must work together as a community of learners. The Parker staff is committed to developing a community of learners. Parker's staff has a clear understanding of their expectations for instruction and assessing to assure improved outcomes for all students. All certified staff in the school are accepting that they are being held accountable for student success. As a whole we will participate in ongoing, high-quality, job-embedded professional development, continue to make data driven decisions, and communicate our progression and needs to all stakeholders.

Parker staff will participate in collaborative teams (grade level and curriculum) designed to develop into professional learning communities. This collaboration will allow teachers to organize, document and evaluate change. Teams will be organized in two ways: a) in clusters according to grade level and b) content areas across grade levels. Teams will be engaged in planning how to teach struggling students, differentiate instruction, design an extensive assessment system, and/or problem-based initiatives throughout the school.

2. Explain the school's ability to support systemic change required by the model selected.

Parker will support systematic change that is required by the Turnaround Model through various methods. There is a strong belief within the school community that all students can succeed. The number one role of the Turnaround principal, therefore, is to promote, support and sustain dramatic, visible and measurable improvements in teaching and learning. To be successful, this must be rooted in expectations of excellence and a refusal to accept anything less, a firm believe that all children can succeed, and the knowledge and skills to use data to drive achievement-focused teaching, develop cultures that support effective teaching and learning and build the capacity of the school's instructional leadership team to mount and sustain the improvements.

Parker is committed to further increasing learning time by expecting 100% daily attendance for all faculty, excluding emergencies, and improving excessive absences among Parker students. There will be a strong focus this year around analyzing attendance patterns and trends to develop data-informed interventions for increasing attendance. Too much instructional time is lost due to student suspensions, transience and absences. The administration and staff agree to commit to set a priority around insuring that instructional time is always protected. Parker staff will do this by bringing on assistance and support squarely focused on attendance issues, by setting clear expectations for student behaviors, by supporting a student behavior model that helps minimize disruptions, by developing in-house suspensions to ensure students remain in school and engaged in completing work, and by insuring teachers offer engaging lessons so that high mobility students do not lose valuable time as they transition between and among schools. The administration will monitor the paced instruction through observations, peer review and study groups. Immediate feedback will be given, both to correct instructional techniques where necessary and to point out positive results. Adjustments will be ongoing.

Further, in the Parker CAN and SIP attendance, low MEAP scores, building school based learning communities, and professional development and support in Research Based Best Practices have been targeted as requiring specific action. Accordingly, we will plan to:

- An extended school day will promote systemic change and increase learning time in order to support the academic achievement of all students.
- Hire a full time Parent Engagement Specialist/Certified Site Coordinator to increase parent/family participation and help address the attendance issue.
- Hire an on Site Attendance Agent to work specifically on increasing attendance to meet AYP.
- Hire a Data Engagement Specialist to help train and support staff in their endeavor to successfully implement best practices including but not limited to data driven instruction, differentiated instruction, focused learning, etc.
- Hire a Bookkeeper to monitor grant funds at the building level.
- Purchase a network membership to coordinate services online.

Parker has established many community partners, faith-based, universities/colleges, recreation centers, credit unions, and career professionals as stakeholders who join us in our commitment to increasing student achievement. Through the selected Turnaround Model the staff will be able to improve teaching and learning opportunities through professional development, forming collaborative teams, creating individual learning plans, increasing parent involvement and improving school climate and discipline.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Grade	Reading			Math		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
3	60	42	51	52	48	67
4	57	47	57	58	57	73
5	49	50	65	15	58	51
6	43	40	59	25	19	34
7	22	62	41	18	65	33
8	21	48	69	12	25	24

Over the past three years, student achievement has increased in reading and math. When considering all students, the percent of students meeting or exceeding performance levels on the MEAP in Reading has grown from 42% in 2007-08 to 57% in 2009-2010. Likewise, when considering all students' performance on the MEAP mathematics assessment, student achievement has increased from 30% in 2007-08 to 47% in 2009-2010. When we look at student performance by grade level, we can identify trends and patterns, strengths and areas of need. In Reading, 6th and 7th grade students dropped in their performance level as compared to the previous grade level, though every other grade level from grade 3 (51%) to grade 8 (69%) performed better than the previous grade levels. The opposite is true for mathematics. While students in Grade 3 (67%) and Grade 4 (73%) performed at relatively high levels on the MEAP in math, other grade levels experienced dramatic declines each year resulting in only 24% of 8th grade students meeting performance expectations. Since nearly all the students at the school are African-American, there are not additional significant ethnic subgroups. There are, however important subgroups: female/male; low SES; and students with disabilities.

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

The Parker leaders are experienced in and committed to using data to guide tiered instruction for all students. Teachscape, Parker's school improvement partner, brings more than ten years experience in using multiple forms of data, research-based

improvement processes and technology-mediated tools to inform, support and improve teaching practice and student achievement outcomes.

Parker has a wide range of summative and formative data sources available to them, including Dibels, Burst, MEAP, Accelerated Reading and Math, teacher-made tests, and end-of-chapter assessments. The assessment data offered through class work, homework, discussions, projects and running records, Parker teachers and leaders can develop a robust and reasonably authentic portrait of student achievement and learning needs. The teaching and learning gaps will be addressed by providing the Teachscape Classroom Walkthrough Tool and process (CWT) that supports the instructional leaders in collecting, analyzing and discussing instructional data in order to frame data-informed instructional improvement and monitor and document changes in practice.

To enable the effective use of this powerful tool, Teachscape and support staff will train and support Parker's instructional leaders (principal, assistant principals and representatives of the Instructional Leadership Team (ILT) to:

- help teachers develop common assessments through collaboration, adjust instruction based upon data to ensure student and teacher growth
- use the CWT tool on a PDA to support collecting common information in common ways as part of classroom walkthroughs
- generate charts and graphs to support analysis of the walk data
- convene faculty to engage in reflective discussions about the data
- develop data-informed action plans to improve instructional practices
- monitor the implementation of the data-informed plans and measure their impact

The principal, Teachscape and other support staff will conduct walks daily, and will schedule monthly meetings to reflect on new data, apply the findings to inform instructional practices, develop and implement data-informed professional learning, and monitor and document changes over time in the teaching practice. The Teachscape specialists who will guide the data analysis and application process are all professionals who have, themselves, successfully transformed low-performing schools. In addition to group workshops, the specialists will provide at-elbow coaching for the instructional leaders, model effective practices for classroom teachers and help all use data effectively to guide, monitor and measure the impact of the improvement strategies.

By linking student data with teaching data to inform both teaching practices and drive measurable and dramatic changes in student achievement (Berry, Fuller and Reeves, 2007), Parker is well-positioned to use data to differentiate instruction and to support and sustain effective tiered instruction.

The overall effectiveness of tiered instruction will be demonstrated by continued learning that both challenges and supports students. The instructional techniques used, will neither be too difficult, resulting in the potential for frustration or too easy which promotes boredom. Students will be held to the same high standards as their peers while using various supports and scaffolding techniques. Parker staff is deeply committed to implementing differentiated strategies to support and promote high achievement and, as a turnaround partner, Teachscape is committed to ensuring the success of Parker School staff and students.

Parker staff will consistently use differentiating instructional approaches by collaboratively designing, developing and implementing professional learning focused on the key components of Tiered Instruction. These will include: (1) ongoing professional development targeting Differentiated Instruction (content, process and product); (2) strategies to assess student strengths, interests and needs; (3) effective practices in implementing strategies and techniques to manage Tiered Instruction in the classroom; (4) developing tiered lessons to provide multiple learning paths for students (including differentiation by readiness, interests or learning profiles); (5) developing anchoring activities; and (6) creating and managing flexible learning groups, creating an engaging environment, effective use of classroom space and scheduling.

Teachscape partners will also model effective tiered instruction, work with staff to co-develop and co-implement tiered learning and provide at-elbow coaching for classroom teachers while building the capacity of the instructional leaders to take over these professional learning tasks.

A highly effective research-based strategy to promote job-embedded learning is the development of professional learning communities (PLCs). In partnership with the Parker's instructional leaders, Teachscape professionals will support PLCs focused on differentiation to ensure all students meet high performance standards. Participants will meet during one of the two common prep periods scheduled each week to engage in continuous inquiry, ongoing discussions and development of data-informed improvements to define a common core of practice that will drive high student outcomes through effective tiered instruction at Parker.

To ensure that this work is sustained beyond the grant period, Teachscape will also engage the Parker principal and representatives of the ILT in monthly meetings of a tiered-instruction focused PLC with other partner schools in Detroit. This will provide peer support for all the participating leaders, enable scaling of effective strategies across schools and offer scaffolded support (internal visitations, coaching, buddying and

support groups) as the instructional leaders build their capacity to lead, support and sustain Differentiated Instruction/Tiered Instruction in their schools.

Bernhardt, Victoria L., "No Schools Left Behind," *Educational Leadership*, vol. 60, no. 5. 2003. pp. 26–30.

Berry, B., Fuller, E., and Reeves, C. March, 2007. *Linking Teacher and Student Data to Improve Teacher and Teaching Quality*. Washington, DC: Data Quality Campaign.

Datnow, A., Park, V., & Wohlstetter, P. (2007). *Achieving with data: How high-performing school systems use data to improve instruction for elementary students*. Los Angeles, CA: University of Southern California, Center on Educational Governance.

Hughes, c. and Dexter, D. 2007. *Selecting a Scientifically-Based Core Curriculum for Tier I*. Washington, DC: RTI Action Network.

US Department of Education. 2009. *Using Student Data to Support Instructional Decision-Making*. Washington, DC: Institute of Education Sciences.

Tomlinson, C. A. (2003). Differentiating instruction for academic diversity. In J. M. Cooper (Ed.), *Classroom teaching skills*, 7th ed (pp 149-180). Boston: Houghton Mifflin.

Tomlinson, C. A. 2001. *How to Differentiate Instruction in Mixed Ability Classrooms*. Alexandria, VA: ASCD.

Wiggins, Grant and Jay McTighe. *UNDERSTANDING BY DESIGN*. Association for Supervision & Curriculum Development, 1998.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

Collaboration requires time and this requirement will be met with a schedule that allows for common preparation periods and team teaching to support the instructional core. General staff meetings every week; grade-level meetings (every 2 weeks); content teams (every 2 weeks); off-campus meetings (once during the year) and individual coaching sessions (determined by need) will be calendared to support collaboration at Parker. Faculty are expected to "pull out all the stops" to support student learning at the school, including working extended days to meet, problem-solve, assess and refine policies and practices that impact student learning. School leadership and Teachscape partner coaches will support and monitor teams for member attendance, norms, focus on learning, and ensure they have resources they need, collect products/artifacts of their work and learn from one another.

Parker is committed to having well-structured collaboration that fosters accountability. With support from Teachscape, we will develop and maintain strong results-oriented collaborative teams with established norms/expectations, a common vision of quality instruction and authentic work that we document with agendas, protocols and action plans. Collaborative meetings will allow faculty and staff to assess and identify needs, develop strategies, and plan for meeting students' needs to increase achievement levels in the core content areas. Part of the work will be to design and critique lessons, analyze student work, and plan for specific interventions appropriate for students who require them to be successful. Teams will document their work with agendas, protocols, summarizing memos/action items with timelines and responsible parties.

Teachers will also collaborate weekly in grade level common prep teams to review and analyze student data, decide which strategies will yield the most positive impact, implement those that improve student performance, and assess their effectiveness. The partnership will promote a data-informed approach to developing meaningful professional learning. School instructional leaders and Teachscape consultants will review the data together and make any necessary adaptations to reflect the district and/or school priorities, faculty interest and needs, student learning gaps, local context and culture, and emerging trends. Teacher expectations and student achievement will increase as we collaborate to assess, examine student work and research best teaching practices.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

At Parker, we are committed to engaging parents, community and external experts in promoting a positive school culture with effective teaching and learning that focuses on the whole child. We plan to increase collaboration through school-based events that promote healthy lifestyles, engagement, involvement, and enrichment.

Specific to parents, we organize and/or host various parent participant activities intended to support a two-way communication with our parents and families. These activities include: LSCO meetings, workshops, curriculum nights (e.g. Open House), community-building gatherings, the Parker Bobcats Newsletter, a parents resource room, and parent surveys designed to gather parent input. Furthermore, our CIS community partner supports additional parent outreach and engagement work essential to strong school-home relationships. See below for specific parent programs and activities:

Parent Programs and Activities	Type
L.S.C.O. Meetings (Monthly)	Discuss school issues monthly
Title I Meetings (each semester)	Discuss school issues each semester
Parent Seminars/Technology classes	To address parent needs
Parent newsletters	School/home communication
Open House/Curriculum nights	Annual event
Parent conferences	Quarterly
Assemblies	Honors
Assemblies	Cultural
Promotion Ceremony	8 th grade promotion
Outstanding Educator and Outstanding Parent Volunteers	Parent Volunteering

We will continue to engage community groups that affirm and build the cultural and social capital of the school community and will support students with social, emotional and academic needs (see table below for specifics). Experts and advocates in the community are treasured resources for the school. Parker's new principal, Mr. George, has experience bringing about significant alignment of external stakeholder contributions to the social and academic goals of the school. When all resources are aligned with the mission and goals, we can expect to see dramatic results.

Community Partnerships/ Programs	Type
Developmental Centers Incorporated	Counseling and Social Work Services
America Reads	Student tutoring grades K-3
Universal Breakfast Program	Social services/healthy lifestyles
21 st Century and other SES providers	Social & academic support
Communities in Schools	Community support/student services
Second Step	Behavior Management Program
Girl Scouts	Girl empowerment
Technology/IT Classes	Training in technology for community
Omni Arts in Education	Cultural Performances & Activities
Science Fair	Science engagement
Mobile Library Program	Literacy
Plato (formerly Lightspan Achieve) Now)	Student content
Third New Hope Church	Tutors to school, other support needed from volunteers
Concept Redirect	Behavior management
Vision Service	Free eye care services

The staff at Parker makes a concerted effort to provide enrichment opportunities for students outside of the school day and the regular classroom.

Additional Student Enrichment	Type
Robotics Club	Science
Science Rocks Assemblies	Science
Hands on Science Kits	Science
Academic All Stars	Honoring attendance, academics, and attitude
Academic Enrichment Program	Student Support Services
Mentoring Program	Student Support Services

Ensuring frequent and positive communication with parents/community members and demonstrating unrelenting commitment to bettering the lives of the children is another way to involve the greater community. As parents and community members see and trust the commitment school staff make to students' development and learning, the children gain confidence, more adults in the community contribute to individual students and the overall success of the school. Parents previously disengaged from supporting the school ask how they can help their children succeed, ensuring the culture moves from a potential "us/them" to a "we" culture focused on students' thriving. To achieve this, parents must be kept informed about the school and their child's experience at the school through various communications, including a monthly newsletter from the principal, automatic calling system, Learn Village, parent teacher conferences, email, and parent volunteers.

Our partner, Teachscape, is one example of an outside provider that provides a rich array resources and expertise for us. In this collaboration, Teachscape will provide a 3-year comprehensive improvement plan designed to develop critical aspects of three overarching areas (described in more detail in the next section): 1) Turnaround leadership; 2) Effective Teaching; and 3) A Pervasive Data Culture.

SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

Individually and as partners, Parker, Teachscape and Communities in Schools are fully committed to the urgent transformation of student achievement – rapidly, transparently, dramatically and measurably. The proposed activities to drive, support and sustain this goal are embedded in three overarching "levers of change:"

- (1) **Turnaround Leadership:** building the capacity of the leadership as successful turnaround leaders who effectively mount, support and sustain research-based change strategies and practices;
- (2) **Effective Teaching:** promoting and supporting the use of research-based instructional strategies to ensure effective instruction in every classroom; and

- (3) **A Pervasive Data Culture:** collecting, analyzing and applying a range of achievement, instructional, operational and trend data to identify needs, inform interventions, guide instruction, monitor implementation of the interventions and measure their impact.

Implementing activities associated with each of these three levers of change is based on five general operating principles:

- incremental change confuses progress with success
- keep doing what works, but stop doing what isn't working
- collaboration is key
- sustainability begins on Day One
- the task is urgent

The following pages describe the school-based turnaround efforts that will be mounted by the Parker/Teachscape partners. The activities are categorized as those focused on turnaround leadership and those focused on effective teaching. Since the intentional use of data is integral to both turnaround leadership and effective teaching, data-focused proposed activities are integrated with these.

Parker School has been identified for the Turnaround Model as a means to improve student achievement. Our proposed activities are based on the priorities set forth by the District and the needs of our students.

Turnaround Leadership

There is no longer any doubt that school leaders are the key ingredient in shaping school success (Bryk, et al., 2010; US Department of Education, 2010, Waters, Marzano, and McNulty, 2003). There is also no doubt that the tasks with which school leaders are charged are both comprehensive and complex, far too much for any one person to handle successfully. In view of this, we are define 'leadership' broadly to include principals, assistant principals and the members of the Instructional Leadership Team. Proposed activities designed to build the capacity of effective turnaround leaders follow.

- **Provide ongoing and job-embedded professional learning:** In collaboration with school leaders, Teachscape, Data Specialist and support staff will use needs assessment data, instructional data, student achievement data and operational data to develop a unique professional learning program for instructional leaders at Parker. The data-informed professional learning will be guided by consultants, coaches and Teachscape's rich library of research-based and practice-focused multimedia modules that are Internet-based and available on demand and feature:
 - *Video resources:* (1) *best-practice videos* to show the research-based practices in action in the classroom; (2) *commentaries* by noted researchers that are designed to provide a research-based perspective on the practices illustrated; (3) *teacher reflections* to promote better understanding of the featured teacher's instructional

decisions; and (4) *student commentary* on the featured classroom processes and their experience of the instruction.

- *Text resources* designed to deepen content understanding: (1) *background material* focused on building academic background knowledge and the featured pedagogy; (2) *research summaries* that support the featured practice and help teachers understand why and how the practice works; (3) *classroom resources*, including lesson plans, sample student work products from the featured lesson, assessments (including rubrics) for assessing the student work, and suggestions for addressing the diverse learning needs of students; (4) *professional books*; and (5) *activities* to build knowledge.
- *Graphical models* that enable participants to manipulate and engage with the content in order to: (1) *deepen content knowledge* for teaching; (2) *promote greater understanding* of complex topics; and (3) *illustrate key ideas*.
- *Communication and collaboration tools* designed to: (1) *support ongoing communication* among professional learning community members; and (2) *provide a virtual forum* for participants to collaborate on their work, reflect on their practice, assess student work products, share action research, and provide on-demand communication and collaboration.

These professional learning resources will serve to inform and focus the professional learning activities for both instructional leaders and teachers. They will lay the foundation for a common set of reference experiences and vocabulary to enrich professional conversation about the work of teaching. Learning activities, which will take place within practice-focused professional learning communities, include:

- Analyzing and discussing best-practice videos
- Reading and applying pertinent research
- Studying and discussing professional literature
- Applying and analyzing the results of the featured practices
- Assessing the impact and outcomes of the practices
- Engaging in ongoing professional discussions
- Providing ongoing review and refinement of the professional learning

Teachscape providers and support staff will support the school leadership by modeling and co-developing effective approaches to strategic planning, data analysis, and developing data-informed professional development for teachers. Progress monitoring instruments will be used to assess the progress of the instructional leaders relative to goal.

- **Develop leadership-focused PLCs to share best practices and solve common problems of practice:** To overcome the traditional isolation of leaders, Teachscape will convene monthly cohort meetings of the Parker principal and principals of the other partnership schools.

Each monthly cohort meeting will be scheduled for a full day and will focus on using data to support and sustain the improvement efforts, discussions of effective ILT strategies to share site-based leadership and drive the instructional improvement efforts, explore research pertinent to turnarounds, scaling effective practices across schools, sharing successes, discussing challenges and planning together to solve common problems of practice. Teachscape technology-mediated resources and a body of professional literature will guide and inform the cohort meetings.

Additionally, the partners will schedule a two-day Turnaround Leadership Academy to study turnaround topics in depth.

- **Promote and lead data-informed professional development:** The principal and Instructional Leadership Team members will identify and address the general and specific professional learning needs of the staff. As a partner, Teachscape and support staff will provide participants with a data-mediated tool, Classroom Walkthrough Tool (CWT), and a comprehensive process for identifying the instructional practices that shape Parker's student outcomes. The process includes setting a purpose for the walks, collecting and analyzing the walk data, convening reflective meetings with faculty to review the data and to develop action plans based on the data-informed needs. The tool will then be used to measure changes in the professional practices identified.

This tool and process is critical for identifying areas for instructional improvement, for developing consensus-driven action plans to address the areas of concern and for measuring the impact of the interventions relative to changes in practice. With the Internet-based professional learning resources, CWT helps shape a robust system for implementing and sustaining professional growth.

- **Monitor and measure the impact of the professional development on practice:** The principal will use the Classroom Walkthrough tool and process to monitor the implementation of the data-informed PD and assess its impact on student achievement. It is expected that some of the proposed intervention strategies will be more effective than others in changing instructional practices and student outcomes. These will be identified as part of the overarching improvement process (Plan – Do – Study – Act) and care will be taken to ensure that the instructional leaders identify and spend their time and efforts focusing on what works, not on what doesn't.
- **Partner with parents and others to develop a safe and orderly climate that meets students' social, emotional and health needs and a culture that supports improvement goals:** Principals need to develop safe and orderly achievement-focused environments. The school, Teachscape, School Day Certified Site Coordinator and support staff will work closely to develop the collaborative, achievement-focused culture envisioned by:

- Developing professional learning focused on shaping and sustaining a culture of high expectations that includes a core of common classroom-based routines and practices and the shared belief that students can learn to high standards. Professional readings, video analysis and reflective discussions will be used to inform this activity.
- Supporting the development of shared leadership teams (ILTs) to promote and support a culture that is built on collaboration around effective teaching and learning and develop overarching achievement-focused cultures. The Parker Instructional Leadership Teams will serve as the structure to define, promote, support and sustain instructional improvement.
- Ensuring parent engagement with and support of the plans to develop a safe and orderly school environment by disseminating and promoting the positive discipline plan and by providing parent workshops to help them align their efforts with the Parker student behavior approaches. To ensure as much parent participation as possible, Parker will offer multiple parent workshops focused on the plans for safe and orderly environments, as well as enlisting community partners to help spread the word through their organizations.
- Enlisting community partners to address the social, emotional and health needs of the Parker students through school-based interventions and recommendations for off-site follow-up. A number of these partnerships have been forged already. The principal, Teachscape and support staff will help the school assess the efficacy of each, and either provide recommendations for improving the outcomes of the partnerships or identify more effective partners to support the holistic needs of the students.
- Providing meaningful ways for the adults to collaborate with, support and learn from each other, such as the common prep periods and Saturday sessions defined by Parker. Since collaboration does not 'just happen,' Teachscape, the principal and support staff will work to frame collaborative activities and problem solving that will bring the adults together in the most authentic way possible -- around the work that they do to drive improved student outcomes.
- Decreasing the risk of negative impacts on student learning and staff morale by developing strategies for improving attendance of both students and teachers. Teachscape, the principal and support staff will analyze attendance trends and patterns and use this to frame data-informed intervention programs.

It is important to note that relying on cultural shifts alone to drive improvements is a slow process. Parker, like all low-performing schools, needs to promote speedy and focused interventions that yield visible results, such as improving the school's appearance, decreasing behavioral 'incidents,' ensuring each students has sufficient books and supplies, etc.

- **Provide ongoing mechanisms for parent and community engagement:** Parker has plans in place to promote increased and improved parent and community engagement. Teachscape, Communities in Schools and support staff will work closely with the school's ILT to interview parents and community representatives and, based on the outcomes, develop a range of opportunities to engage parents and communities in promoting and supporting high achievement for all students through strategies such as monitoring academic progress of their children; volunteering to work with struggling students; mentoring; linking with community organizations to provide social, emotional and health interventions; donations; etc.

Each of the identified programs will include an evaluation component to determine which are working best. Again, leaders will then spend their time focusing on what is working and not on, what isn't.

- **Extending or restructuring the school day to add time for building, improving and/or sustaining relationships among student, faculty and other school staff:** Parker will extend and restructure the school day in order to create a significant opportunity for teachers to build professional relationships by collaborating around their work, to provide professional learning in a relaxed environment, for students to develop deeper relationships with caring adults, to schedule student social and emotional support services from community partners, to meet with parents and engage them meaningfully in their children's academic growth.

Effective Teaching

Although the works of Sanders and Rivers (1996) made the impact of effective and ineffective teaching clear, there has been less clarity and less agreement about what constitutes effective teaching. Consensus is developing, however, around factors that help support effective teaching. These include providing a rigorous, aligned, viable and visible standards-based curriculum and on the intentional use of research-based instructional strategies proven to raise student achievement (Bryk, 2010; US Department of Education, 2010; Lezotte, 1991). The Instructional Leadership Team, Teachscape, and support staff will reflect these indicators, among others.

- **Use data to identify and implement a research-based instructional program that is aligned both vertically and with the state standards:** Materials for instructional programs will be vetted through the *What Works Clearinghouse* as well as through research reports on the efficacy of the materials. Once the curriculum is designed, the Teachscape and support staff will provide access to a technology based curriculum tool that will align the curriculum horizontally and vertically, and ensure it aligns with the MDE and Common Core Standards.

In addition to the aligned curriculum, the tool will also generate pacing guides, with accommodations for re-teaching and enrichment. The curriculum tool also supports collaborative lesson studies that support teacher teams in identifying effective instructional strategies and practices and in supporting data-informed instruction

- **Conduct reviews to ensure the curriculum is implemented with fidelity and is impacting student achievement:** Recognizing that even the best and most aligned curriculum is not effective if it is not implemented with fidelity, the providers will use part of the common prep periods each week to determine the degree to which teachers are implementing the curriculum with fidelity. The Teachscape/Parker providers will customize the CWT tool to gather weekly data about the degree of fidelity with which each teacher is implementing the curriculum and enhance the observational data with evidence collected through the review of lesson plans and student work products. Other support staff will gather data weekly identifying the degree of implementation fidelity with specific teachers.

Based on the evidence gathered through walkthroughs and analysis of documents, teachers will be categorized relative to high, medium and low degrees of fidelity. Specific professional development, designed by both partners, will be provided for teachers with medium to low degrees of fidelity to the curriculum. The professional development will include intervisitations, video analysis, coaching and deep analysis of the scope and sequence of the curriculum studied.

Parker staff will be participating in ongoing, high-quality, job-embedded Professional Development that is aligned with our rigorous instructional program. To ensure that the staff is equipped to facilitate effective teaching and learning and to build the capacity of the staff to successfully implement our school reform strategies funds will be used to compensate staff at the District's agreed upon rate. Staff will participate in weekly professional development as well as be provided release time by substitute coverage as needed.

- **Promote and support the continuous use of student data to inform instruction and meet student learning needs:** With a panoply of benchmark assessments, progress monitoring assessments, diagnostic assessments and formative assessments, student data can quickly become overwhelming. Teachscape and Parker partners will work collaboratively to develop an organizational structure for integrating the various data reports and analyze the data to identify student learning needs and inform instructional groupings. The partners will collaboratively develop data literacy workshops using text and video learning materials, provide guided and self-guided studies of data analysis techniques and offer small group coaching for teachers in need of additional support.

Turnarounds must focus on driving high achievement by continuously using data to inform instruction. The data analysis component is critical to the success of the initiative. The efficacy and efficiency of the proposed approaches will be studied as part of the ongoing continuous improvement process and data-informed modifications will be made to improve the process.

- **Promote and support the use of various forms of formative assessments to inform teaching practice:** All effective instruction, including tiered instruction, is guided and informed by ongoing formative assessments. Teachscape and support staff will offer professional development for teachers to identify multiple forms of

formative assessments and use data from the analysis of these to inform their instruction. Formative assessments to be featured will include: classwork, homework, projects, discussions (student – students and student – adult), teacher-made tests, end of chapter/unit tests and others identified by the teachers.

As teachers become adept in identifying, implementing and analyzing data from appropriate formative assessments, professional learning will focus on developing an authentic understanding of the academic strengths and needs of each student to guide instructional grouping and differentiation.

- **Provide PD on strategies to support students with special education needs and English language learners in the least restrictive environment:** Classroom environments have never been more diverse relative to student learning needs and capabilities, and teachers are often challenged to find effective ways to meet the learning needs of all their students.

Because there is as much diversity within this labeled group as across groups, Teachscape will work closely with the school leadership to identify specific concerns relative to the youngsters with IEPs, 504s or other identified needs in specific classrooms. As these are identified, the partners will work collaboratively to develop a PD program to build the capacity of classroom teachers to support the students in the least restrictive environment. Ongoing progress monitoring will be an integral part of the differentiated approach for the students.

- **Use and integrate technology-based interventions:** Parker S/R is using a range of student-facing technology-based interventions, including Accelerated Reader and Accelerate Math to improve student learning outcomes. These interventions have proven to be effective in engaging students and improving achievement. Based on this, the ILT will convene a group to review other possible interventions, such as Read 180 for the middle school students, Inter-active Boards, and make recommendations for their adoption. As the interventions are adopted, their use will be incorporated into the pacing guide to ensure there is a coherence supporting the student learning.
- **Provide increased learning time:** Increasing the time available for learning provides schools with opportunities to offer children the time they need to learn challenging content and integrate this with prior learning, and offers classroom teachers the time they need to offer children individual support. In recognitions of these benefits, Parker has already structured a longer school day to increase learning time and improve academic outcomes.

To ensure this extra time is used as effectively as possible, Teachscape will work closely with school leaders to help teachers learn and apply research-based strategies to improve their instruction and increase student learning. Close monitoring will help ensure the strategies are implemented and that the youngsters are progressing relative to their learning goals.

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2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

I. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

The faculty and staff at Parker will use data to develop and refine its improvement plan and goals through the continuous review and improvement process. In doing so, we will regularly collect data from multiple sources to create a snapshot of teaching and learning.

In the coming year of our three-year partnership with Teachscape, we will use specified forms of student data to inform and monitor continuous improvement of targeted instructional and operational practices as outlined in our school improvement plan goals that focus on reading (literacy) and mathematics.

Additionally, we will use the Classroom Walkthrough Process to collect and analyze data on teaching and learning in every classroom. The data will be used to inform action planning relative to changes in practice and professional learning needs. As steps are implemented, the data will be used to monitor progress, assess impact and inform adjustments in instruction as needed to ensure that students are on the appropriate path of learning and mastery for their grade levels.

In subsequent years, the data collection on the part of instructional leaders will be complemented with self-reflection on the part of teachers. Using Teachscape Reflect, a technology-supported process, classroom teachers will be afforded the opportunity to self-assess their teaching through the use of panoramic video uploads and other assistive technology. To compliment the reflective process, leaders will engage in instructional rounds to continue a data-informed process of monitoring progress.

Through all of these processes, careful analysis of the progress toward the goals will be monitored and reviewed. Along the way, data-driven adjustments will be made.

II. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.

The faculty at Parker will collect, analyze and share data with its internal and external stakeholders through various methods and with technological support. To do this internally, we will collect and house data in our central repository (Data Director) that allows for teacher access at any time. With the data being readily available, teachers will be able to engage in ongoing monitoring of student progress. We recognize that

teachers will require support in the form of time, training, and technology to effectively sustain a data-infused culture of this magnitude.

Parents and students are stakeholders and will also be regularly informed about progress through access to data. Parents will be engaged in using data to track their child's progress and improve their academic achievement. Opportunities for parent data workshops may occur during the monthly parent education meetings.

Students will be taught to track and monitor their own progress toward specific learning goals over time. Research shows that having students review their results and visibly track their progress yields greater gains in student achievement.

Supportive technology will play a key role in ensuring that all administrators and teachers will be able to access and monitor each student's progress. This will require training in the use of the hardware and software related to the online data warehouse. Teachers will also receive training in analyzing and applying data to develop strategies for targeting identified areas of need.

III. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

A common practice among high performing schools is the use of data to drive instruction and support continuous improvement. Used effectively, data provides the schools with the evidence needed to understand the school's strengths, identify existing and emerging challenges and concerns, inform instruction, enable differentiation, document progress, ensure accountability, support evidence-based decision making and to monitor and measure the impact of improvement initiatives.

To make these potential benefits a reality, we need to initiate, support and sustain a data culture by building the capacity of all members of our school community to systematically analyze and apply data that is:

- Comprehensive, including student achievement data, attendance data, data on instructional practices, data reflecting aspects of the school's climate and culture, and management data
- Timely, to ensure that the data used to inform strategic decisions is current data
- Transparent, to inform and engage all stakeholders in understanding progress and supporting the ongoing improvement efforts
- Useful, to inform effective decision-making, differentiated instruction and support a culture of continuous improvement

To truly inform effective decision-making, we will need two types of data:

- Operational data, which includes, but is not limited to: attendance data, incidence data, fiscal data, and mobility data
- Instructional data, which includes, but is not limited to: formative assessment data, benchmarks, progress monitoring data and annual MEAP data

While DPS is responsible for providing the MEAP data to us, our instructional leadership team is responsible for the ongoing collection of operational data, formative assessment data, benchmark and progress monitoring data. This is a huge task that includes using the goals to identify the data collected, determining data sources, collecting and analyzing the identified data and developing the expectations and norms for using the data to inform decisions.

Through our monthly coaching and technical assistance, provided by Teachscape, the capacity of our instructional leadership team to monitor progress will be enhanced.

IV. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsdc.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The professional development plan for Parker will be constructed to align with the specific professional learning needs relative to the goals in the school improvement plan and according to the needs as indicated in collected classroom data on instruction and learning (using the Classroom Walkthrough Process). We will target development opportunities for each high priority goal area (literacy, mathematics, and data-based decision making) in accordance with the NSDC Standards for Staff Development.

Without standards, professional development is “open to interpretation” by those planning, presenting, and participating. Interpretations may vary greatly and it is likely that differences in goals, purposes, and expected learning outcomes as well as differences in the expectations for follow up, implementation, and continued learning will emerge. It is also very likely that there will be differences in defining what is considered high-quality professional development. The professional development plan for Parker will be grounded in the work of NSDC and its standards for quality professional learning.

According to NSDC – and based on the work of Georgea M. Sparks (1983), **context**, **process**, and **content** standards are all critical to ensure that professional development improves student learning. Ignoring one dimension decreases the likelihood that intended results will be achieved.

- **Context** standards address the culture of the organization and describe critical structures that must be present for effective professional development to occur and to be sustained
- **Process** standards address the “how” of professional development and describe the learning processes used in the acquisition of new knowledge and skills
- **Content** standards address the “what” of professional development. Content decisions are based on careful review of multiple data sets including student and teacher data

The professional development plan will cross all three domains in the recommended standards. Teachscape will play an important role in supporting this effort by co-planning and facilitating data-informed professional development for our faculty and staff in the following areas:

- Building content knowledge in literacy and/or mathematics
- Developing pedagogical knowledge with highly effective, research-based instructional strategies
- Data-based professional learning to enable teachers to develop the critical data capacity they need to engage in the cycle of continuous improvement

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

The District will establish the Office of Priority Schools which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented.

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

Successful implementation of the proposed improvement activities requires careful coordination to ensure coherence and data analysis to evaluate the impact of the activities and ensure continuous improvement to keep the efforts focused on one clear goal – dramatic and measurable changes in student achievement. The technical

assistance and coaching provided by our improvement partner, Teachscape, is a critical factor in driving a successful change initiative.

The specific technical assistance and coaching support to launch, manage and sustain the change efforts and the staff responsible for coordinating these services are detailed below.

Required Technical Assistance for Data Collection and Analysis

Teachscape specialists will work closely with the instructional leaders of Parker School to ensure that they develop the depth of knowledge and skills required to collect, analyze and apply data to inform decisions, then monitor the implementation of their decisions, measure their impact and revise/refine as needed to ensure continuous improvement.

- Provide training and support in using a technology-mediated tool and process to collect common instructional information in a common way and analyze the data to inform action plans.

Responsibility: Ed Greene and Melissa Marshall, Teachscape; Parker Technology Specialist

- Develop and implement professional learning relative to using multiple sources of data to inform decisions, monitor their implementation, measure their impact and refine as indicated.

Responsibility: Teachscape Data Specialist (TBD); Eric George, School Principal

- Lead TA sessions to help school staff assess the implementation and impact of their data-informed action plans and revise these as part of a continuous improvement process focused squarely on raising student achievement.

Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal

- Provide support to teachers in using data to inform instructional decisions, such as grouping, level of differentiation, etc. The assistance will include multiple supports, including modeling, co-planning, co-teaching, coaching instructional coaches and focused professional learning for the teachers.

Responsibility: Teachscape Data Specialist (TBD); ILT member, identified by School Principal

- Develop and implement parent workshops to help families focused on academic improvements. Since parent engagement has been an issue at Parker School, it is clear that 'business as usual' must change and that new strategies need to be defined and embraced.

Responsibility: Teachscape Data Specialist (TBD); Eric George, School Principal

- Support the development of strategies for students to track their academic progress relative to goal and help shape action plans to address gaps.
Responsibility: Teachscope Data Specialist (TBD); ILT member, identified by School Principal

Required Technical Assistance for Building Leadership Capacity

Teachscope specialists will also offer technical assistance and support to the instructional leaders at Parker School to help them build their capacity as turnaround leaders, focused on dramatically and measurably improving achievement.

- Develop and support achievement-focused Instructional Leadership Teams to build site-based capacity to drive and support the overall change efforts. This will include assistance with informing membership on the ILT, co-planning agendas, co-facilitating/modeling facilitation of ILT meetings, and developing the instructional leadership capacity of ILT members.

Responsibility: Eric George, Principal and Melissa Marshall, Teachscope

- Enhance the capacity of instructional leaders to understand effective practice and support them in promoting, leading and sustaining effective practice in every classroom. This includes identifying and understanding research-based practices to promote and lead their implementation, strategies to support teachers as they implement the strategies and help with identifying the degree to which they are applied and the impact of these on student achievement.

Responsibility: Eric George, Principal and Instructional Specialist, Teachscope

- Provide support in using data to create safe and orderly environments and a climate and culture positioned to support achievement. This includes proving TA in reaching out to multiple stakeholders to understand their views of the school climate and using data to identify concerns.

Responsibility: Eric George, Principal and Leadership Specialist, Teachscope

- Ensure the curriculum is aligned with state standards, paced appropriately and that teachers are implementing the aligned curriculum with fidelity. This includes using the Teachscope Curriculum tool to align and pace the curriculum and the walkthrough tool to ensure the aligned curriculum is presented with fidelity.

Responsibility: School Coach, TBD and Instructional Specialist, Teachscope

- Support the development of programs and strategies to engage parents in understanding academic expectations and goals and in supporting the academic achievement of their children

Responsibility: Eric George, Principal and Parent/Community Engagement Specialist, Teachscope

- Providing support and information on successful interventions for common problems of practice by convening all partnership principals monthly to share their efforts, deepen their understanding of research-based and proven practice and help overcome the isolation of school leaders.

Responsibility: Teachescape staff, TBD

Required Technical Assistance for Promoting and Supporting Effective Instruction

Because there is no doubt that effective teaching improves student achievement, Teachescape instructional specialists will support the development of effective teaching through a range of technical assistance activities and tools proven effective in helping each teacher become a highly capable professional.

- Provide direct assistance to teachers in understanding, applying, assessing and revising research-based strategies in their ongoing teaching practice. This will include providing professional learning focused on effective instructional practices, modeling these for the teachers, helping the teacher integrate these with their planned practice, co-teaching and working as a 'critical friend' to help the teachers understand how to improve their practice.

Responsibility: Eric George, Principal and Melissa Marshall, Teachescape

- Work with teachers to develop and implement a continuous instructional improvement process that is based on using data to inform and guide instructional practices based on student learning needs in a tiered instruction approach.

Responsibility: Eric George, Principal and Teachescape Instructional Specialist, TBD

- Develop and implement effective strategies to improve attendance – faculty attendance and student attendance – because achievement suffers when there is a high rate of absences. Teachescape will support this effort by using data to understand attendance patterns and trends, and to ensure the school staff understands proven strategies and programs to address the identified patterns and trends.

Responsibility: Eric George, Principal and Teachescape Instructional Specialist, TBD

- Provide technical assistance to promote a collaborative, reflective culture to support effective teaching and improve student learning. Teachescape will provide support by working with teachers to self-assess their practice relative to frameworks identified by the District, facilitate practice-focused reflective discussions, support inter-visitations and help support the development of a common core of practice at Parker School.

Responsibility: Eric George, Principal and Teachescape Instructional Specialist, TBD

Evaluation plays a central role in the pervasive data culture necessary to support and sustain the level of change needed to make every student at Parker School successful. Eric George, the school principal, ILT members and Teachscape partners will be responsible for the ongoing collection and analysis of data to inform the turnaround work.

Sparks, G. (1983). Synthesis of research on staff development for effective teaching. *Educational Leadership*, 41(3), 6-72.

Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements.

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition		X	
• Principal Authority/responsibility	X		
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)	X		
• Waivers from district policies to try new approaches	X		
• Flexibility regarding staffing decisions	X		
• Flexibility on school funding		X	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	X		

Polices/ Practices	In Place	Under Consideration	Not Needed
• Schedule	X		
• Length	X		
• Financing	X		
• Instructors		X	
• Evaluation	X		
• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)		X	
• Legal clarifications		X	
• Process		X	
• Stipulations (e.g., targeted vs. unrestricted spending)		X	
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

